



Information for Participants

AB 466 and Advanced Reading Institutes, K-9

Reading First Institutes, K-3

2005-2006

Course Requirements - New K-9 Options

4 Qtr. Units Course No.

Pass, No Pass NEW K-9: Evidence-based Research on Teaching Basic Reading Skills

Instructor: Alice R. Furry, Ph.D.

Course 1

Content: Introduces a historical perspective on the role the National Institute of Child Health and Human Development (NICHD) played in the initial stages of conducting scientific research on reading. Summarizes the key reports on the scientific research findings related to how best to teach the basic skills of reading. Documents the evidence-based teaching practices that teachers should use for phonemic awareness and phonics.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the advanced five-day Institute, approximately 6 hours a day for 30 hours of training
2. Complete the four daily independent study work assignments for 10 hours of study and written work
3. Participate fully in the Institute activities each day
4. Write a 350-word essay on (1) the research findings on phonemic awareness and phonics; and (2) the recommendations for how to teach grade level or students with learning difficulties the two basic skills of reading -- phonemic awareness and phonics as identified in the article by Linnea Ehri, *Teaching phonemic awareness and phonics*. Chapter 8 (pp. 153-186) in The Voice of Evidence in Reading Research (2004) Baltimore: Paul H. Brookes Publishing Co.
5. Write a 350-word essay on (1) the national efforts to change classroom practice in the teaching of the basic skills of reading; and (2) a self-selected referenced article you chose from a recommended website of resources as presented in the chapter by Robert W. Sweet, *The big picture*. Chapter 2 (pp. 13-44) in The Voice of Evidence in Reading Research.



Course Requirements - New K-9 Options

8 Qtr. Units Course No.

Pass, No Pass NEW K-9: Practicum on Use of Evidence-based Research on Teaching Basic Reading Skills

Instructor: Alice R. Furry, Ph.D.

Course 2

Content: Examines what fluency is and how to achieve it; discusses instructional approaches for developing fluency; and identifies fluency-oriented reading instruction and the role of practice. In addition, summarizes the research of vocabulary and comprehension instruction and describes teaching strategies as identified in the National Reading Panel reports.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 8 quarter units and a grade of PASS:

1. Complete a total of 80 hours required for the Passport Portfolio program of the AB 466 or Reading First Institute.
2. Read Steven A. Stahl, *What do we know about fluency?* Chapter 9 (pp. 187-211) in The Voice of Evidence in Reading Research (2004) Baltimore: Paul H. Brookes Publishing Co.
3. Write a 350-word essay on major insights from the Stahl reading on how well students are handling fluency. Elaborate on how you have worked with one or two students who demonstrated weakness in this skill domain (to be written after the 30th week of school).
4. Read Michael L. Kamil, *Vocabulary and Comprehension Instruction*. Chapter 10 (pp. 213-234) in The Voice of Evidence in Reading Research.
5. Write a 400-word essay on key findings about the acquisition of vocabulary and vocabulary instruction; and on key findings about comprehension strategy instruction and how teachers should teach these strategies as identified in the Kamil reading.